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ABSTRACT

Project Kanpe was a bilingual program intended to help older, talented Haitian students at three New York City high schools acquire English language proficiency while developing their academic skills. According to this evaluation, the project instead served students in critical need of basic skills and remediation. The following points are made: (1) The project was planned to function in conjunction with ongoing bilingual education programs which were not in fact in place. (2) On-site staff developed excellent working relations with students and mainstream staff but were hampered by being accountable to an on-site supervisor and a central project director. (3) In several areas there was insufficient documentation to assess whether the project's objectives had been attained. It was difficult to ascertain how many students received services, and how often, or the subject matter covered in tutorials. Entry criteria varied, and neither exit criteria nor follow-up had been specified. Staff development apparently took place but was not documented. (4) Where documentation was available, as in career orientation and curriculum development, implementation fell short of objectives. (5) Achievement data were available for only one site, making evaluation of instructional achievement difficult. (6) The project did not develop a language development and use policy. (7) Although the project was not implemented as proposed, it did fulfill the urgent needs of Haitian students with limited-English proficiency at all three sites. (CMG)

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O.E.E. Evaluation Report

April, 1983

Grant Number: G00-800-6165

PROJECT KANPE

1981-1982

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PROJECT KANPE

NEW YORK CITY HAITIAN BILINGUAL

TALENT ACADEMY

Central Location:	442 Houston Street (P.S. 188) New York, New York
Sites:	Hillcrest High School 160-95 Highland Avenue Jamaica, New York 11432
	Erasmus Hall High School 911 Flatbush Avenue Brooklyn, New York 11226
	Louis D. Brandeis High School 145 West 84th Street New York, New York 10024
Year of Operation:	1981-1982, second year of a three-year cycle
Target Languages:	French, Creole
Number of Participants:	Approximately 500 students
Project Director:	Janine L. Anastasiadis

I. PROJECT DESCRIPTION

BACKGROUND

Project Kanpe is a bilingual program intended to help talented Haitian students at three New York City high schools to acquire English-language proficiency. The 1981-82 school year was the second of a three-year cycle funded under the provisions of E.S.E.A. Title VII. The project got under way in February, 1981.

Centralized under the jurisdiction of the High School Division of the New York City Public Schools, the project maintained headquarters at P.S. 188 on Manhattan's Lower East Side. The three sites served

in 1981-82 were Louis D. Brandeis High School in Manhattan, Erasmus Hall High School in Brooklyn, and Hillcrest High School in Queens. These sites were selected on the basis of proximity to areas where a new wave of Haitian immigrants, including many of high-school age, had settled.

According to its 1980 funding proposal, Project Kanpe's objective was to "provide bilingual excellence for the talented students of limited English-speaking ability" through a program "designed to permit promising talented Haitian students whose home language is not English to acquire optional second language proficiency while developing their academic skills to the fullest."

The project proposed to serve 450 talented Haitian students whose dominant language was Haitian Creole or French and who had not previously participated in a Title VII-funded program. These students were to receive individualized instruction in English as a second language (E.S.L.), native language arts, and career orientation, in addition to content-area courses in mathematics, science, and social studies taught in the dominant language.

The project's non-instructional services were to include guidance, curriculum development, staff development, and parental involvement. In addition, the project was to offer E.S.L./Americanization and high school equivalency classes to parents and other relatives of program students.

GOALS AND OBJECTIVES

The primary program goals were:

1. to provide a program of instruction that would enable the students to improve their basic academic skills in reading and writing in their native language and in English;

2. to foster a positive self-concept through the study and appreciation of the students' native cultural heritage and of the American heritage by interrelating with English-dominant peers;

3. to increase the students' academic achievement;

4. to encourage the students to continue their studies and to graduate;

5. to obtain more effective articulation between the lower schools and the high schools;

6. to train the Project Kanpe staff to become more aware of the needs and problems of bilingual students and to increase the staff's effectiveness as bilingual educators;

7. to get parents to support and participate in the project;

8. to increase student attendance;

9. to establish a bilingual career center at each site staffed by a full-time bilingual specialist;

10. to provide bilingual instruction in basic skills and positive career orientation;

11. to foster the acquisition of basic skills in the fields of health, international trade, law enforcement, and foreign service;

12. to show students how bilingualism could work for them by using successful bilingual persons as volunteer helpers;

13. to develop positive work habits and self-esteem;

14. to improve students' performance on Regents and standardized examinations, including the New York State Minimum Competency Examination;

15. to develop the competencies and attitudes that would ensure the development, maintenance, and institutionalization of the program at each site following the project's termination;

16. to encourage students to acquire practical skills by providing on-the-job experience or bilingual executive internships in international trade, business, foreign service, law enforcement, and health.

The proposal predicted that participating students would show significant growth in English, French or Creole language achievement, content-area achievement, attitude toward their native heritage, and attitude toward school. In addition, the proposal predicted that the drop-out rate of project students would be lower and the attendance rate would be higher than the rates of the mainstream populations at the three sites.

SITE SELECTION

There have been several changes in project sites since the funding proposal was submitted. The project proposed to select sites that had a heavy concentration of Haitian refugees, good public transportation, and nearby colleges and universities that could facilitate training and share resources.

Hillcrest was the only site that had been in the program since its inception. Erasmus Hall and Charles Evans Hughes High Schools were selected in 1981 when the originally proposed sites, Midwood and Campus High Schools, did not have large enough Haitian populations to justify program services. Charles Evans Hughes was replaced first by Philip Randolph and then, in February, 1982, by Brandeis.

ENTRY AND EXIT CRITERIA

Students were to be selected on the basis of the following criteria:

1. length of time in the United States of from one month to one year;
2. a score below the twenty-first percentile on the English Language Assessment Battery (LAB);
3. records from Haiti showing a school average of 75 or above;
4. teachers' and counselors' recommendations of those most in need of E.S.L. instruction;
5. direct referrals from the High School Division Placement Centers;
6. referrals from other high schools that had no appropriate bilingual programs;
7. personal interviews.

The program was to include up to 50 percent of all Haitian incoming students who scored 75 or above on the High School Division placement test. Also, priority was to be given to older, academically able Haitian refugees -- those most likely to drop out and most prone to delinquency, but at the same time most willing to plan for a college education.

It was assumed that students would exit from the program once they were mainstreamed (in two years or less) or attained the twenty-first percentile on the English LAB.

ORGANIZATION AND STAFFING

The project director, who was housed at P.S. 188, visited the three sites but maintained no set schedule. She was responsible for all aspects of program implementation, including articulation with principals at the three sites to discuss the needs of project participants and how

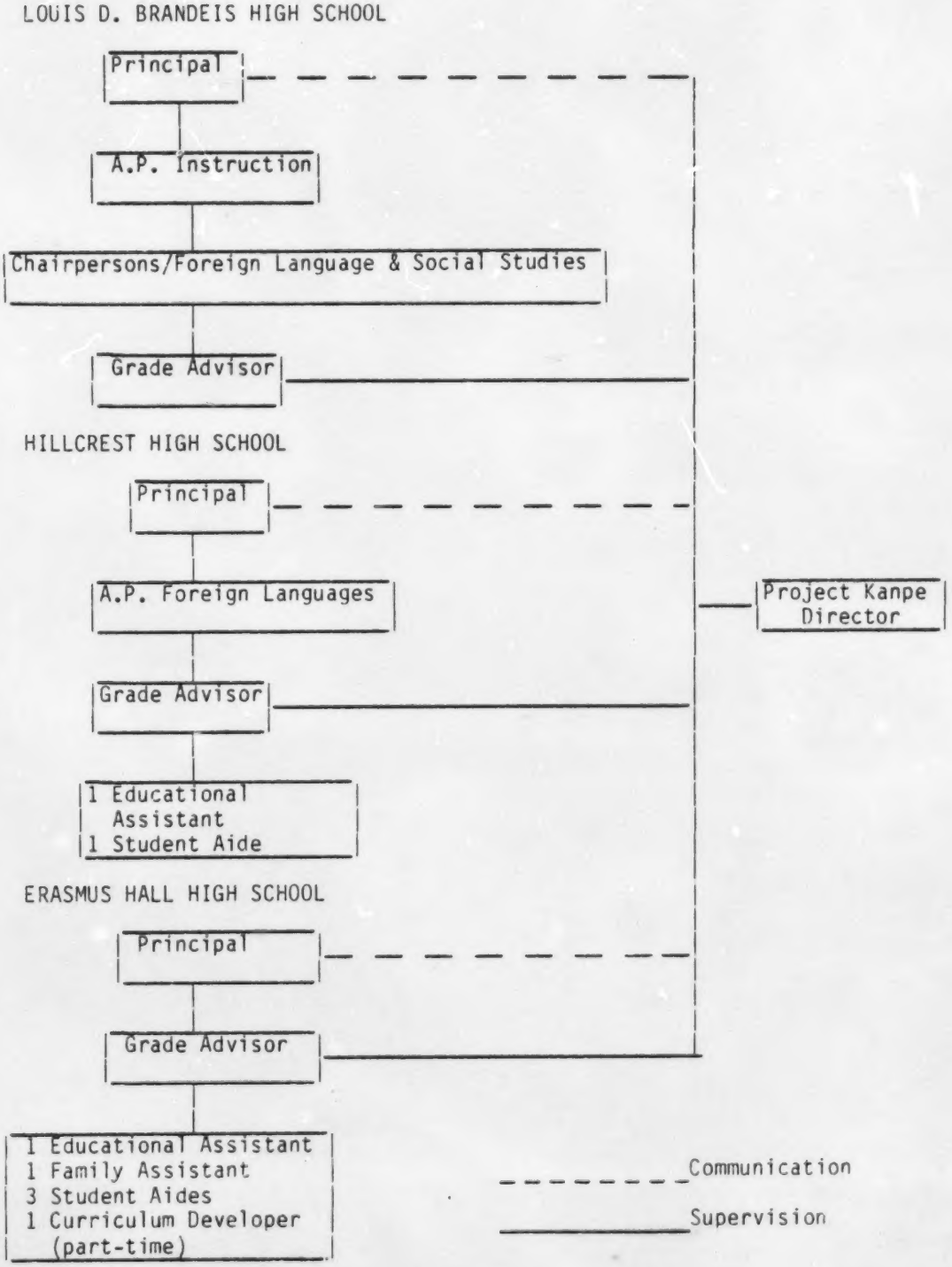
these needs were being met. The director also was responsible for coordinating curriculum development.

Three grade advisors, one at each site, provided some supervision for paraprofessionals. The paraprofessionals included an educational assistant, a family assistant, three student aides, and a half-time curriculum developer at Erasmus Hall and an educational assistant and one student aide at Hillcrest. The grade advisor was the entire staff at Brandeis.

At Brandeis, the grade advisor reported to the chairpersons of foreign languages and social studies, who in turn reported to the assistant principal in charge of instruction. At Erasmus Hall, the grade advisor reported directly to the principal. At Hillcrest, the grade advisor reported to the assistant principal of foreign languages. Figure 1 shows the Project Kanpe organization.

FIGURE 1

Project Kanpe Organization



II. STUDENT CHARACTERISTICS

Table 1 presents the distribution of Project Kanpe students at Erasmus Hall High School (the only program site for which data were provided) by sex and grade.

TABLE 1

Number and Percentages of Program Students by Sex and Grade

Erasmus Hall High School

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	35	56.5	27	43.5	62	53.4
10	17	31.5	37	68.5	54	46.6
TOTAL	52	44.8	64	55.2	116	100.0

•Male students outnumber female students in the ninth grade, while female students outnumber male students in the tenth grade.

•Slightly more than half the program students at this site are female.

Because all of the Project Kanpe students were immigrants, their educational histories varied considerably. Many suffered interrupted schooling or, because of a lack of educational opportunities in their country of origin, received fewer years of education than their grade level would indicate. Program students at Erasmus Hall High School are reported by age and grade in Table 2.

TABLE 2

Number of Program Students by Age and Grade

Erasmus Hall High School

Age	Grade 9	Grade 10	Total
14	**3**	0	3
15	**16**	**4**	20
16	22	**10**	32
17	14	14	28
18	6	12	18
19	0	9	9
20	0	5	5
Total	61	54	115

Note. Shaded boxes indicate expected age for grade.

Overage Students	Grade 9	Grade 10	Total
Number	42	40	82
Percent	69	74	71

.Seventy-one percent of the program students at this site are overage for their grade.

.Sixty-nine percent of the ninth graders and 74 percent of the tenth graders are overage for their grades.

The fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who may have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result, they may have a lack of cognitive development in their native language that must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

III. INSTRUCTIONAL SERVICES

OVERVIEW

Project Kanpe students were to be programmed for nine 40-minute periods daily, including lunch. These courses were to include E.S.L., native-language arts, mathematics, social studies, and science, all taught in French or Creole. Each content-area class was to end with a summary of the lesson presented in English.

The project proposed to use instructional assistants and aides to supplement bilingual services to talented students. Working with bilingual classroom teachers, they were to tutor students individually or in small groups, on a pull-out basis, to enhance overall bilingual instruction at each site.

Visits by the evaluator to the three sites showed, however, that the project's services were supplemental only at Erasmus Hall; at the other two sites, no tax-levy, basic bilingual program was available to Haitian students. In the absence of basic services, project staff worked with all Haitian LEP students as needed and not exclusively with talented students. The evaluator attempted to document tutorial services at the three sites, but instructional records were not available.

LOUIS D. BRANDEIS HIGH SCHOOL

Brandeis is a four-year, comprehensive high school serving the upper West Side of Manhattan up to the George Washington Bridge. In 1981-82 it served 3,600 students in two buildings, the annex on 65th Street (ninth and tenth grades) and the main building on 84th Street

(eleventh and twelfth grades). Ninth- and tenth-grade Haitian LEP students nevertheless attended school at the main building to participate in Project Kanpe.

The program started in February, 1982 with a project staff consisting of one grade advisor, who was also a teacher. According to the records of the school's LAB coordinator, the school enrolled 80 Haitian students, 50 of whom were in the ninth and tenth grades. Although records were available to provide a concrete figure, the evaluator estimated that the Project Kanpe grade advisor worked with about 35 students.

The entering Haitian students were first advised by an admissions counselor, who spoke some French and some Creole. Those students eligible for a bilingual program, as dictated by their LAB scores, were then directed to the project grade advisor. Most of these students were programmed for two periods of E.S.L.; two periods of content-area subjects such as typing, bookkeeping, and global skills; and one period each of LAB reading (remedial instruction), French native-language arts, health education, and mathematics.

The grade advisor, who was supported entirely by Title VII funds, served in this capacity for five periods daily, in addition to teaching a daily class in social studies and one in mathematics, both in French. His duties included advising the ninth- and tenth-grade Haitian students, providing a liaison between the home and the school, developing a social studies curriculum, and reviewing student records for the purpose of providing tutorial assistance in social studies.

The grade advisor told the evaluator that, "There is not any time left in the school day to identify the gifted. All of the students I work with are lacking in basic skills." Only two of the students were taking science courses.

The evaluator found that there was a general lack of information among the school's staff about Haitian culture in general and Haitian students' needs in particular. There appeared to be no systematic approach to the identification of limited-English-proficient Haitian students.

The school's multi-purpose conference room, also served as the project's resource room. A number of French books purchased with project funds were available in the school library; however, they appeared not to be circulating.

ERASMUS HALL HIGH SCHOOL

Erasmus Hall is a comprehensive, four-year high school in Brooklyn which enrolls primarily black students. In 1981-82 some 400 students of the total enrollment of about 3,000 were of Haitian background.

Project Kanpe services got under way here in February, 1981. The 1981-82 staff included the bilingual grade advisor, who had been a mainstream math teacher with certification in science; a family assistant, who held an M.A. in psychology and was a certified social worker; three student aides; an educational assistant; and a half-time curriculum developer and native-language arts instructor.

A basic bilingual program for Haitian students, supported with tax-levy monies, had been initiated at Erasmus in September, 1981. It included self-contained content-area courses taught in French or Creole under the supervision of the respective department chairpersons. The Project Kanpe director, who met informally on a monthly basis with the school principal, provided technical assistance in establishing the bilingual program.

The tax-levy program offered eight social studies classes (global skills), four basic math classes to prepare students for the Regents Competency Test, and five science classes. The school also offered E.S.L. instruction.

An E.S.L. coordinator, who had responsibility for student placement, provided the Title VII grade advisor with a list of Haitian students eligible for service on the basis of LAB scores. Records reviewed by the evaluator indicated that 411 students in the school were entitled to receive bilingual instruction. Of these, 250 were receiving services, primarily supportive services, from Project Kanpe.

The grade advisor had been instructed to work with Haitian talented students, who were to be identified by being tested in math and French reading. The grade advisor chose not to give the math test, however, for technical reasons. The reading test was administered to approximately 150 students, and 12 of the high scorers were placed in a Haitian literature (native-language arts) class taught by the part-time curriculum developer.

The grade advisor taught chemistry enrichment courses for Haitian students. Eleven were enrolled -- a significant number considering that

the school offers only two mainstream chemistry classes. The materials used were in English; the grade advisor noted that these students were proficient enough in English so that these materials sufficed.

In addition to carrying out teaching responsibilities, the grade advisor counseled all Haitian students to help them adjust to their new setting. The grade advisor conducted staff development for project staff and bilingual teachers in French language arts, math, and science; teachers dealing with Haitian students in general looked to the grade advisor for direction. The grade advisor also tutored individual students, advised the Haitian Club, attended community and parental functions, prepared a Haitian Conference held on June 6, and conducted student trips, including visits to the Museum of Natural History and the Pennsylvania Dutch Country.

The native-language arts teacher/curriculum developer told the evaluator that 15 students were enrolled in his Haitian literature class. He was beginning to translate a Western civilization teacher's manual from English to French.

The family assistant conducted three parent meetings, with an average attendance of 20; interpreted and translated for parents both on and off site; administered and helped grade the French test; administered the Criterion Referenced English Syntax Test; and worked individually with students as the need arose. The student aides also worked individually or in small groups with students.

The evaluator observed both the student aides and the family assistant working in tutorial sessions, but no data were available as to whom they

saw, how often, for how long, or what the objective of each session was.

Although no rosters or lesson plans were available, it was evident to the evaluator that the program staff members had established excellent working relations with the students and were respected by both the students and the school staff. The administration was extremely supportive of the program, not only because of these good relations but also because of a perceived decrease in disciplinary problems; there were no suspensions of Haitian students, in contrast to 300 suspensions among mainstream students.

HILLCREST HIGH SCHOOL

Hillcrest is a four-year, comprehensive high school serving the Jamaica and Flushing areas of Queens. It is also a magnet school for a two-year career program in art, business communications, health, industrial technology, and music. In addition, it offers internship programs in pre-med, practical nursing, advance placement, and international studies. In 1981-82 the total enrollment was about 3,000. Project Kanpe was initiated here in February, 1981.

The school's program of international studies grew out of a Title VI N.D.E.A. grant. In keeping with the objectives of both the school and the project, the administration had hoped to participate in the international baccalaureate program, which would have given interested mainstream students a chance to obtain an international baccalaureate degree and project students an excellent opportunity to share activities with the mainstream population. The principal expressed frustration about his unsuccessful efforts to involve the Project Kanpe director's

cooperation in this program. The assistant principal for foreign languages and the project staff met with the project director as needed, about twice a month, but in general Erasmus High School's administrators indicated that opening more effective lines of communication with the project director was a priority.

The principal and other members of the school staff thought that the project might have benefitted had they been more involved in the project's needs assessment and programmatic negotiations. The administration had been allowed little flexibility in hiring and placing project staff or in shaping program activities.

The project staff at the site included a grade advisor, an educational assistant, and a student aide. The grade advisor was responsible for supervising the program staff, teaching a Haitian studies class, providing individual remedial instruction, counseling students, planning student trips (project participants went to Washington, D.C., with funds provided by the project), and providing liaison with the home and the community, primarily through Haitian Americans United for Progress.

The staff worked primarily with ninth- and tenth-grade students, offering remedial tutorial instruction to about ten students a day. Student participation was voluntary, however, and most students apparently feared labeling and were therefore reluctant to volunteer for remedial assistance. Because of this feeling, the educational assistant and student aide worked with Haitian LEP students in their mainstream classrooms.

The educational assistant tutored individual students in math for one period daily and helped in four classes of E.S.L. and one French class. The student aide, who was Spanish-speaking, tutored individual students in general science and biology for two periods daily and assisted in E.S.L. classes for two periods, Haitian studies one period, and E.S.L. social studies one period. The aide and assistant had similar reponsibilities.

The evaluator observed the E.S.L. social studies class, which had a roster of 22 students. The two Haitian LEP students in this class were both absent that day, however, and the evaluator was unable to observe them in a working situation with the aide.

Students entering the school who spoke a language other than English were identified by the school intake staff, interviewed by a guidance counselor who spoke some French but no Creole, and administered the LAB. This procedure was supposed to furnish the assistant principal of foreign languages with a list for E.S.L. placement; in 1981-82, however, the LAB scores were not returned and a list was not assembled. Students had apparently been identified for E.S.L. instruction primarily on the basis of teacher recommendation.

Since no eligibility list was available, the Project Kanpe grade advisor had the responsibility of reviewing the 14 E.S.L. class lists to identify Haitian LEP students. These students were then tested by the grade advisor on the Test de Lecture; those scoring 85 or above were identified as gifted. A review of the exams indicated that few students achieved at this level.

Students were also tested on the New York City Reading Test. A review of the school records showed that of the total Haitian population of 78 students when this test was administered, 35 were identified as LEP according to test results. Haitian students were also to be tested in fundamental math to ascertain special ability. However, this testing had not been done.

In addition, students with a grade of 85 or above in any subject area were to be identified as gifted. A review of the records showed that 50 students qualified in one or more subjects: the project staff worked with these participants in pull-out tutorial sessions which took place in the resource room, usually during the students' lunch hour. However, staff members stated that the majority of project students lacked basic skills and needed remedial instruction.

No class roster was available to document the number of participants in the Haitian studies class. On the day of the evaluator's visit, 15 students were present. The classroom had no Haitian cultural materials. The class was conducted in French, with Creole interspersed throughout the lesson. The educational assistant stood observing the class.

The staff developed excellent working relations with the school's Haitian students. Participants considered the resource room to be a place where assistance and understanding were available. At the same time they did not like being pulled out of their classes and did not want to spend more than their lunch hour or free period in the resource room. Their greatest concern was to be mainstreamed as soon as possible.

IV. NON-INSTRUCTIONAL SERVICES

STAFF DEVELOPMENT

The proposal predicted that as a result of project participation, 90 percent of staff members would show improvement of at least one scale point on a seven-point scale (to be developed) in their awareness of student problems and needs. It also predicted that 90 percent would demonstrate professional growth by participating in a training component composed of college credit courses and on-site workshops in bilingual methodology and curriculum development.

The evaluator learned through interviews that some staff members had taken courses, but no documentation was available. At Hillcrest, staff members took some workshops in computer-assisted instruction offered by the project. On-site sequential training took place only at Erasmus Hall, where the grade advisor offered weekly sessions.

CURRICULUM DEVELOPMENT

The proposal stated that the project would design a curriculum integrating Haitian culture and orientation to the United States in all content areas. New York State and New York City curricula and syllabi were to be adapted and translated to suit the cultural and linguistic needs of French and Creole speakers. In its second and third years, the project would develop curricula in three levels of applied E.S.L., native-language arts (French/Creole literature), and international studies.

The evaluator found that the curriculum development component had not yet been seriously addressed. At Erasmus Hall, the part-time curriculum

developer had begun to translate a teacher's manual for Western civilization, but it was not clear why a manual for teachers who were fluent in English was being translated into French. The grade advisor at Erasmus Hall had been told by the project director to develop science materials in French, but the advisor had neither the time nor the training to do so.

PARENTAL INVOLVEMENT

The proposal predicted that 10 to 15 percent more of the parents of program students than of mainstream students would attend school functions. Parents and older siblings were to be given the opportunity to attend E.S.L., Americanization, and high-school equivalency classes at Haitian neighborhood centers. Also, parents were to be given on-site training so they could understand bilingual methodology and give their children support at home.

Incomplete records hampered documentation of this component. Logs of meetings with parents, formal or informal, were not available at any of the sites. On-site parental workshops were held at Erasmus Hall, but no data were available on these workshops. A city-wide Haitian Parental Conference co-sponsored with New York State and Hunter College was held at Erasmus Hall, but attendance lists were not available. Through interviews, the evaluator learned that some parents were attending classes at community centers, but records were not available.

The Brandeis grade advisor worked part-time at the neighborhood center, teaching E.S.L. three nights a week. This extra work was paid for by the project. It did not ensure contact with project parents,

however, since the courses were open to all community members. Class rosters could not be obtained.

AFFECTIVE DOMAIN

Although no formal data were available, staff personnel interviewed by the evaluator at all three sites thought that the behavior and attendance of project participants had greatly improved because of project activities. They attributed this growth to the project staff's emphasis on engendering a stronger self-concept and greater cultural awareness rather than on academic achievement. Staff members concurred that the Haitian students had encountered many adjustment problems which sometimes took the form of fights and absenteeism after reprimands. The project staff made it possible for these students to relate to someone at the school in their own language and thereby overcome their alienation. The students themselves thought that as a result of this social and emotional support they might be better able to interact with students and teachers in mainstream classes, and in this way might fare better academically.

V. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-82. Erasmus Hall High School was the only program site to provide this information. Student achievement data were reported for 116 students for the spring semester. Examination of these data, however, revealed that much information was missing or inaccurately reported.

Students at Erasmus Hall High School were assessed in English language development, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- Criterion Referenced English Syntax Test, Levels I and II)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Attendance -- School and program records.

Table 3 presents students' pre- and post-test scores on the Criterion Referenced English Syntax Test (CREST), Levels I and II, by grade. The CREST tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material

at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

Examination of Table 3 reveals that students showed substantial gains in their knowledge of English syntax as reflected by the gains observed between pre- and post-test scores on the CREST. Indeed, the average rate of mastery of 3.2 and 1.7 CREST objectives per month exceeds the average of 1.0 CREST objective per month set as the citywide objective for high school students in E.S.L. programs. It should be noted however, that complete data were only provided for 26 students, which represents only 22 percent of the 116 data sheets received.

Rates of success of program students in mathematics, science, social studies, and native language arts courses taught at Erasmus Hall are reported by course and by grade in Tables 4 and 5. These tables contain the numbers of students reported as taking the relevant courses and the percent passing for the spring semester. Inspection of these tables reveals that the majority of program students were enrolled in science and native language arts courses. The passing rates for these courses are quite high (ranging from 70 to 100 percent). The passing rates for program students enrolled in social studies classes ranged from 33 to 100 percent. Few program students were enrolled in mathematics courses; the passing rates for those who were ranged from 50 to 100 percent.

Comparisons of the attendance rate of program participants at Erasmus Hall with that of the school as a whole are presented in Table 6. This table contains the average rate for the school and for the participant group, the percent difference, value of tne z statistic, and its level of statistical significance. The attendance rate of program students was observed to be clearly higher than the attendance rate of the mainstream students.

TABLE 3

Spring Pre-and Post-Test Scores on the Criterion Referenced English Syntax Test, Levels I and II by Grade for Erasmus Hall High School

Grade	Level	N	Pre-test Mean	Pre-test (sd)	Post-test Mean	Post-test (sd)	Number of CREST Objectives Mastered	Number of CREST Objectives Mastered Per Month
9	I	20	9.6	(5.7)	20.1	(6.9)	10.5	3.3
10	I	4	9.5	(3.5)	18.8	(6.9)	9.3	2.8
Total	I	24	9.5	(5.3)	19.8	(6.8)	10.3	3.2
10	II	2	13.5	(6.4)	19.0	(2.8)	5.5	1.7

TABLE 4

Number of Program Students at Erasmus Hall High School Attending Courses and Percent Passing Teacher-Made Examinations in Mathematics, Science, and Social Studies

Spring Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Total N	Total % Passing
General Math II	5	80.0	1	0.0	6	66.6
Algebra I	1	100.0	1	0.0	2	50.0
Algebra II	1	100.0	3	33.3	4	50.0
Intermed. Algebra II	1	100.0	-	-	1	100.0
Science	2	100.0	-	-	2	100.0
Biology I	2	100.0	2	100.0	4	100.0
Biology II	24	75.0	35	91.4	59	85.0
General Science I	1	100.0	-	-	1	100.0
General Science II	16	68.8	4	75.0	20	70.0
Basic Science Skills	-	-	1	100.0	1	100.0
World Geography	-	-	3	66.6	3	66.6
Western Civilization	1	100.0	-	-	1	100.0
General Economics	3	33.3	-	-	3	33.3
World History I	-	-	9	100.0	9	100.0
World History II	-	-	18	77.8	18	77.8

TABLE 5

Number of Program Students at Erasmus Hall High School

Attending Courses and Percent Passing Teacher-Made Examinations

in Native Language Arts

Spring Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Total N	Total % Passing
N.L.A. Level IV	25	80.0	6	100.0	31	83.8
N.L.A. Level V	1	100.0	-	-	1	100.0
N.L.A. Level VI	16	81.3	32	90.6	48	87.5
N.L.A. Level VII	1	100.0	9	77.8	10	80.0

TABLE 6

Spring Attendance Data for Erasmus Hall High School by Grade

Grade	N	Attendance Rate	Standard Deviation
9	59	95.6	6.9
10	28	96.5	9.4
Total	87*	95.9	7.7

Schoolwide Attendance Rate = 76.8

Percent Difference = 19.1 $z = 8.98$ $p < .001$

* Data were missing for 29 students (25 percent).

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Site Selection

The project did not start at Hillcrest High School and Erasmus Hall High School until February, 1981, or at Brandeis until February, 1982. Since two of the three proposed sites were changed -- one once, another twice -- it can only be concluded that the sites were selected without conducting a needs assessment, even at the stage of conceptualizing the proposal.

Identification of the Target Population

The project proposed to serve 450 talented Haitian LEP students. In 1981-82 it served 35 to 50 students at Hillcrest, 0 to 50 students at Brandeis, and 12 to 250 students at Erasmus Hall. The low figures represent the number of students who were identified as talented at each site, while the high figures represent the number of students who actually received some type of assistance (remedial, tutorial, or counseling). Thus, the project appears to have served 47 talented students. These figures also indicate the need for a needs assessment, since the numbers show that far more students needed remedial instruction than instruction for the gifted.

The student identification process varied from site to site. On-site project personnel tried to assist those students they deemed, on the basis of their own criteria, to be most in need of services. The French reading test cited in the proposal as an identification instrument was used at two sites. Student performance on the test differed

widely between the two sites, suggesting possible differences in testing practices or testing conditions, scoring practices, or other problems. It also appears that while initial assessment of students' abilities in French was conducted at two sites, no formal evaluation of their knowledge of or need for Creole was conducted.

Although the program was to serve recent immigrants who were older and who demonstrated high achievement levels, there was no documentation available to ascertain that those students served actually shared these characteristics.

It was the evaluator's opinion, based on site visits, that Project Kanpe did not serve the Haitian talented student but rather students in critical need of basic skills and remediation. This opinion was shared by project staff members and school personnel and was substantiated by a review of the students' records, which showed that the majority were barely passing basic skills courses.

Program Objectives

In part due to insufficient communication between the program administration and the program staff in the field, the majority of the project staff was not conversant with the program objectives as stated in the proposal. When informed of the objectives, they found them irrelevant and inapplicable. These staff members were very much aware of student needs for remediation, however, and had tried to address these needs, even though in some cases such activities led them beyond their area of expertise.

Articulation of Program Activities with Existing Services and Staff at Participating Schools

The proposal for Project Kanpe presupposed that the program would be coordinated with tax-levy and other bilingual services at the participating schools. It was assumed that there would be a minimum of 61 bilingual teachers and 40 bilingual paraprofessionals at the selected sites, whose activities the program would supplement with additional services. Actually, there were 12 bilingual teachers and three paraprofessionals at the sites. Perhaps due to factors beyond its control, the project was planned to function in conjunction with ongoing bilingual education programs which were not in fact in place. Only Erasmus Hall, the school with the largest identified Haitian LEP population, offered a basic program of bilingual education providing content-area instruction in the native language. This was a new program which had not existed during the first year of the project.

Program Structure and Articulation with Non-Project Staff Members at Participating Schools

Generally, the on-site staff members of Project Kanpe developed excellent working relations with students and mainstream staff. At the same time, they reporting feeling confused and ill at ease because of an organizational structure which made them accountable both to an on-site supervisor and to a central project director. This appears to have been aggravated by insufficient communication between the project and the school administrations.

Documentation of Program Activities

In several areas, the evaluation team was unable to obtain sufficient documentation of program activities needed to assess whether the program's objectives had been attained. For example, it was difficult to ascertain how many students received services, how often they received services, or the subject matter covered in tutorial sessions. Entry criteria varied from site to site, and neither exit criteria nor procedures for follow-up after mainstreaming had been specified. Staff development apparently took place but was not documented by the project.

In areas where some documentation was available, as in the case of career orientation or curriculum development, it appears that implementation of the project fell short of the program's objectives. (At Brandeis, this was to be expected since the project had only operated for two months at the time of the evaluation.)

Finally, as achievement data were provided for only one of the three sites served, it was difficult to make any statement as to the students' attainment of the instructional objectives.

Language Policy and Language Use

Most students appear to report Haitian Creole as their first language, and demonstrate varying degrees of literacy in French. Initial assessment, however, seems to be in French and English, and students are programmed for French language classes. Given the linguistic heterogeneity of the students, it is important for the program to develop a policy of language development and use which takes into account the students' proficiency and needs in three languages. This would appear to be a difficult but important task.

In summary, the program has not been implemented as proposed. Nevertheless, it was clear that the project fulfilled an urgent need of Haitian LEP students at all sites. It would appear that the three sites to which project staff were assigned were appropriate choices since they all had large numbers of Haitian students, but that the proposed objectives did not address the students' academic needs.

RECOMMENDATIONS

On the basis of visits and interviews with personnel and students involved, the evaluation team offers the following recommendations:

1. A needs assessment should be conducted to identify student needs, and priority should be given to preparation for graduation. On-site project staff and school principals should be directly involved in this assessment.

2. A uniform procedure should be established for identification of participants. Such a procedure should include information on the home language, LAB scores, and native-language dominance and proficiency. Student placement should then follow a diagnostic/prescriptive approach.

3. Following the needs assessment, a project language policy should be established, taking into consideration the students' academic, social, and emotional needs as well as community aspirations. Once a language policy is established, it should dictate both the language used in the classroom and in curriculum development and the language qualifications of the staff.

4. A system should be established at each site to gather information about the academic progress of all students. One staff member should be made responsible for this activity. Each student's individual folder should include such data as the date of entry into the program, criteria and documentation for prescription, synopsis of anecdotal records, samples of the student's work, exit criteria and documentation, and follow-up services. Data should also be collected on attendance, scores on standardized tests, drop-out rates, graduates, successful advanced-placement participants, and matriculation at institutions of higher education.

5. Students who show academic talents should be provided with services that would enable them to participate in such programs as Excellence at Erasmus Hall and Advanced Placement at Brandeis and Hillcrest.

6. Resource centers should be established at the two sites that do not have them.

7. A strong parental component should be established at each site, with maintenance of adequate records on such matters as attendance at meetings and meeting agendas. A parental component for instruction should be set up at each site or, if this component is set up at community centers, then supervision and administration should fall under the Adult Division so as to ensure delivery of services.

8. Project staff would profit from receiving training in working with educational assistants and aides in an instructional setting, data-collection and record-keeping techniques, bilingual methodology, individualized instruction, counseling techniques, conducting needs assessments, curriculum development, working with parents, organizational behavior and dynamics, and mainstreaming policy.

9. Curriculum development should focus on the development of Creole language and Haitian cultural materials and the adaptation of existing instructional materials to meet the complex educational needs of the Haitian population. The project should make every effort to coordinate the development and acquisition of materials with past and present Title VII projects for New York City's Haitian LEP students, such as those at South Shore and Sarah J. Hale High Schools.

10. The project is encouraged to increase coordination and communication among the project director, the site supervisor, and the staff, as well as the administration and teaching staff of the participating schools. This would facilitate the implementation of the program, and ensure the most effective use of project resources.